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ABSTRACT

A study was conducted in 1981 at John C. Calhoun State Community College to determine the need for evening child care services, the possibility of state or federal funding for these services, and the attitudes of students without dependent children toward the use of student activity funds to provide child care. Surveys were administered to 144 students in extension English composition classes. Students with dependent children were asked for information on demographics, income, employment, number of parents in the home, number and ages of children needing evening child care, hours per week care would be needed, if a meal should be served, perceived need for child care, and the cost considered reasonable for services. Students without dependent children were asked to provide demographic data and to indicate if and how much student activity funds should be designated for child care. Survey data indicated that 24% of the students (N=35) had dependent children and that 43 of their children needed evening child care services. Of those without dependent children (N=109), 78% were willing to use part of the student activity fees for child care services. As part of the study, five institutions reported to provide child care services were contacted; however, none of the three responding schools provided evening child care. A check of state and federal child care funding sources revealed that only funding from the Child Nutrition Program was available in Alabama. Survey instruments and a literature review are included. (Author/KL)

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A STUDY TO DETERMINE THE NEED FOR NIGHT-TIME CHILD CARE SERVICES AT JOHN C. CALHOUN STATE COMMUNITY COLLEGE

by

Carl J. Ratcliffe, M. A.

John C. Calhoun State Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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ABSTRACT

A STUDY TO DETERMINE THE NEED FOR NIGHT-TIME CHILD CARE SERVICES AT JOHN C. CALHOUN STATE COMMUNITY COLLEGE

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The purpose of the practicum was to establish the need for night-time child care services for children of adult learners at the John C. Calhoun State Community College Huntsville Extension Program (Huntsville, Alabama). In addition, the study also investigated the possibility of state and federal financial assistance for students who rank as low-income and are in need of night-time child care services while attending college.

The main thrust of the study was an information survey form completed by 35 students with dependent children to determine the need for night-time child care services. A second survey form was completed by 109 students with no dependent children to determine their attitude toward child care services being provided through student activity funds. The student surveys were administered to all 144 extension students in English Composition I during the Fall Quarter, 1981, with 100 percent returned. A third survey form was sent to five institutions shown in the literature review who said they provided or planned to provide night-time child

care services for their students. Three of these institutions responded to the survey and, at present, none of them were providing night-time child care services.

The data collected on the extension students indicated that 24 percent of the 144 student sample group had dependent children and needed night-time child care services. The data on students with no dependent children indicated 78 percent (85 of the 109) of the students accepted the use of student activity funds for child care services. None of the state or federal child care funding sources checked were available in Alabama, except for the Child Nutrition Program if meals were a part of the child care service.

The recommendations were that Calhoun College: (1) view child care as a legitimate need of adult learners, (2) consider using institutional personnel and funds to establish a night-time child care service for children of extension students, and (3) investigate further funding sources to augment the cost of child care for low-income families.

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INTRODUCTION

The purpose of the practicum was to establish the need for night-time child care services for children of adult learners at the John C. Calhoun State Community College Huntsville Extension Program (Huntsville, Alabama). As part of the study, the attitude of students with no dependent children toward the use of student activity funds (Definitions, page 16) to provide child care was obtained. In addition, this study also investigated the possibility of state and federal financial assistance for students who rank as low-income and are in need of night-time child care services while attending the Calhoun College Extension Program.

This study was an effort to investigate night-time child care as a valid student activity to be provided for the adult learner. The student activities programs of Calhoun College are basically designed to meet the needs of the younger, traditional daytime student. Calhoun College supports dances, fairs, debate teams, sports, clubs, and other activities to meet traditional students' needs. The above-mentioned activities are not readily available to night-time students nor, if available, would they be utilized by most of the adult students over twenty-six years of age (Kasworm: 1980:166). Justifying the need for child care to be made available to children of the night-time adult learners was one step in Calhoun College acknowledging the special needs

of the new student population. Hopefully, recognizing the needs of adult learners may bring about new programs at Calhoun College to meet these needs. "Certainly if the open-door is to be truly effective, the supporting programs that help the student cope academically, personally, and socially are crucial (Nolan;1979;399)."

The main thrust of the study was to gather information on the child care needs of the adult learners at the Calhoun College Huntsville Extension Program through surveying the students. The study was conducted in the Fall Quarter, 1981. The information surveys were given to all students attending English Composition I (a course required of all students at Calhoun College). Two surveys were used; one survey was used for the students with dependent children (Appendix A), and the other survey was used for the students with no dependent children (Appendix B). To acquire more detailed information on night-time child care programs of other institutions, a third survey was developed (Appendix C) and mailed to institutes who already had this service (as shown by the literature review). In addition, three state officials were interviewed (two in the Alabama Pensions and Security Department of Day Care and Child Development and one in the Alabama Child Nutrition Program). Copies of the state regulations on these programs were obtained.

BACKGROUND AND SIGNIFICANCE

The review of literature and an ERIC search revealed much literature on the adult learner and on child care. However, very little literature reported on night-time child care services.

The need for child care is not a 1980's phenomenon. "The lack of quality day care, for children whose parents must be away from home, was voted to be our nation's greatest child care problem by the 1970 White House Conferences on Children (McCormick:1977:14)." The problem of child care goes even deeper into the idea of job accessibility. According to Ram (1980:558):

> The extent to which a person would get access to the more highly paid and more prestigious jobs in the internal market depends largely on the sort of entry level position at which the person is hired. The approach suggests that females and other disadvantaged groups usually have access to entry level positions that have low promotion possibilities.

The door to a higher level of entry into the job market is a better education. With education being the "price of entry to an increasing number of jobs," then a "limited education becomes a barrier to adequate employment (London:1980: 39-40)."

Schmid (1980:31) said:

> Over the next decade, community and junior colleges will be affected by a variety of important societal changes. These changes--in demography, the labor

> force, and the economy--will create new opportunities and new problems.

As community colleges move through this next decade, the needs of adult learners should be a top priority. Because of the ability of the community and junior college to respond to change, easy accessibility, and occupational orientation, they are the best equipped to meet the needs of the adult learner (Schmid:1980:31).

The pool from which colleges draw their student body has drastically changed over the last decade. "When we look at the pool, it is fairly dramatic. Our traditional age college student represents only 9 percent of the population, whereas the 23-69 year old group represents 60 percent (Sherer:1977:743)." Perrone (1977:27) stated:

> A number of factors have converged to produce this burgeoning adult enrollment--job obsolescence and the subsequent need for retraining, increased numbers of women wishing to enter or reenter the job market, and the increased availability of leisure time.

The trend of an increase in adult learners is very evident at Calhoun College. Fifty percent of the student body during 1979-80 was over twenty-one years of age and included a 12 percent increase in female population since 1975 (Maples:1980:6, 13). Kasworm (1980:163) stated:

> With this growing subculture of older undergraduates, student affairs professionals are beginning to question the age orientation, the relevance, and the basic philosophy and goals regarding student services.

Calhoun and other colleges need to develop student activities that are relevant and oriented to the adult learner.

The changes in the Calhoun College student body previously mentioned are even more evident in the night-time extension program. Fifty-two percent of the extension students in 1978 were twenty-five years or older (Maples:1980: 6-7). Even with the increase in women seeking educational opportunity, many more are possibly unable to do so because of child care responsibilities. For example, "the divorced mother has economic problems, double burden of motherhood, and frequently a lack of education (London:1980:53-54)." The problem of child care is not uniquely a woman's problem, but the need is more widely felt by women. London (1980:70) pointed out that:

> The situation where jobs for women are available, other factors may determine their labor force participation. For women with small children, one obvious factor is the existence of adequate child care facilities.

The increase of women into higher education is not unique to Calhoun College. "Women now account for 50.7 percent of the 11.7 million students enrolled at post-secondary institutions in the United States (London:1980: 106)." With the increase in women in education who still have the primary responsibility for child care, the need for child care services is unmistakable (Dunkle:1975:22). Dillhunt (1979:25) quoted one woman as saying, "I'd like to know

if any of you can tell me how to manage a job, three children, a house, a husband, and school." What occurs in the family when mother goes back to school is a key question. "The whole family undergoes a shift and it's scary . . . . It seems to polarize: 50 percent have no problems and 50 percent get a lot of flak (Dillhunt:1979:26)." Women themselves feel these conflicts more than men according to research completed by Karpicke (1980:242) at Indiana University. Karpicke's study indicated:

> Both the standardized discriminant function coefficients and the means analyses indicate that female students experienced greater degrees of success avoidance and home-career conflict than did male students.

Research completed by Dumanoski (1981:C-13) concluded:

> Because of the need for child care, women routinely drop out of school or the labor force or pass up opportunities for advancement; poor women are kept poor; women are disenfranchised from job opportunities and benefits.

The inflationary economy has forced more and more families to have both parents earning wages. "Whereas there was a 7.7 percent increase in labor force participation among males between 1950 and 1960, there was a 25.8 percent increase among females (London:1980:36)." Nationwide the number of single parents, both men and women, has increased. "At the same time, the number of women alone with children under 18 jumped 97.1 percent to 5.6 million, and men alone with children under 18 climbed 95.3 percent to 666,000

(Schmid:1981:A-1)." While the evidence of the effect of child care on women is conclusive, the situation also affects men who are the head of one-parent families.

To add fuel to the child care problem, the extended family is disappearing in the American society due to the society's mobility. With a mobility rate of "20 percent of the people changing communities each year" in the United States, the extended family is no longer a viable solution to child care needs (London:1980:28). The child care need is pressing on today's society and, if handled properly, could be a diamond in the rough. London (1980:38) said:

> If child-care facilities also become more than simply baby-sitting operations by providing educational programs for children and their parents, the growth of such resources may enrich existing programs of education for children and adults alike.

Hallenbeck (1964:5) sums up the need for a new look at adult learners when he stated:

> Adults who bear the responsibilities of the society in which they dwell must be repeatedly reequipped to meet those responsibilities. Opportunities should ever be open to follow new desires and ambitions arising from broadened experiences and changing circumstances. People should always have available whatever assistance they may require to enlarge the areas of satisfying living.

On the national level, "limited educational attainment restricts a nation's capacity to expand its productive

capacity. For the individual, limited education becomes a barrier to securing employment (London:1980:39)." Child care is one important link in freeing adults to accomplish.

While child care may free the adults to accomplish, how will the children be affected? McCormick (1977:14) expressed her concern when she said:

> A high percentage of existing day care programs are offering purely custodial services, parking lot services for our children. You know the price we pay for the neglect--the cost of remaining neutral during these critical first years of life when a child develops feelings about self worth, motivation, initiative and ability to learn.

The concern McCormick had was valid, but we cannot change the times and suddenly reduce the need for child care. Rearden (1981:E-1) said:

> Even as little as 10 years ago the question was 'should we have day care?' Today that question isn't asked. Day care is a necessity. The question to ask now is how do we provide quality day care?

The literature review unveiled two major studies on the effects of day care. Rutter (1981:4) concluded from research evidence that "although day care for very young children is not likely to result in serious emotional disturbance, it would be misleading to conclude that it is without risks or effects." He later identified the risk as coming from "pillar to post" day care arrangements that lacked stability and continuity (Rutter:1981:5). Belsky and Steinberg (1978:929) summarized their research on child care

by stating:

> Experience in high-quality, center-based day care (1) has neither salutary nor deleterious effects upon the intellectual development of the child, (2) is not disruptive of the child's emotional bond with his mother, and (3) increases the degree to which the child interacts, both positively and negatively, with peers.

These two authors in Children Today concluded that on disadvantaged children the result of day care may have an enduring positive effect when measured by standardized tests of intellectual development (Belsky:1979:21-22). Furthermore, they stated "experience in day-care programs meeting present federal and state standards has little positive or negative effect on children from advantaged families (Belsky:1978: 935). Both of the studies on the effects of child care stressed that the research they reviewed was on quality child care. Too often situations, such as finances or location, may put quality care out of the reach of those in need. However, Young (1975:86) reported "Many parents have no alternative but to place their children in poor day care settings. Other children are left unattended or are cared for by older siblings who are themselves in need of an adult's supervision."

The state of Alabama has no night-time child care services other than the all night facilities for child abuse and other emergency housing of children (Maxwell:1981). This reality leaves the night student or worker with

children no alternative but to find friends, neighbors, or relatives to provide child care. As was found by the State University of New York (1975:45), "many day care providers were not licensed or involved in any way with the State Department of Social Services." In the state of Alabama the Department of Pensions and Security is the child care licensing agency (Pensions and Security:1978:1). Since the Assistant Director of Day Care and Child Development, Betty Maxwell (1981), is not aware of any licensing for child care services for evening hours, the state of Alabama, like New York, is likely housing many unlicensed child care centers. Quality night-time child care seems to be nonexistent in Alabama. McCormick (1977:18) stated that "a well-planned child care program will offer children experiences that contribute to their physical, social, emotional, intellectual, and creative development." Thus, can we afford not to provide well-planned child care programs when the results of other forms of child care are so ambiguous and potentially harmful (Belsky:1978:930)?

All levels of education are responding to the need for child care. The elementary schools, such as the Mary E. Phillips School in Raleigh, North Carolina, are providing an extended day program (past 3:00 p.m.) for students with working parents (Mayesky:1979:6). In developing child care, the State University of New York (1975:21) discovered that "Child care became an issue because people assumed it was a

service for the poor; actually many middle income families need child care as much as working poor and welfare families." In research completed by Ravenscraft (1973:15), 40 percent of the nation's accredited colleges and universities offer some kind of early child care services. About 90 of these programs are classed as day care centers, 135 as nursery schools, 75 as laboratory schools, and 125 as combination types. In Ravenscraft's research, no mention was made of any night-time child care services.

Rhatigan (1979:21) brought the problem for higher education into focus when he stated:

> As institutions attract older students to the campus in even greater numbers, whether for continuing education or in regular curricular programs, the number of students with children will undoubtedly continue to increase.

John C. Calhoun State Community College, Decatur, Alabama, is increasing in adult enrollment, most of which is occurring during the evening hours (Maples:1980:6-7). The time is now to access the needs of this new population and build a network to accommodate these needs in the tradition of community colleges--meeting the needs of their students. Goldberg (1980:78) said:

> The increasing number of adults participating in education, along with the tendency of mid-life changes to become the rule rather than the exception, leads to the importance of understanding adult development and the adult's counseling needs and providing

> appropriate programs to meet these needs.

The study was appropriate for the seminar, Societal Factors Affecting Education, because the study dealt with child care as a societal factor affecting the education of adult learners. In Part II of the seminar's study guide, 'The Growing Importance of Education' examined the issue of adult learners and their impact on education (London;1980; 39-41). Child care was a specific topic of Part II, 'The Issue of Gender,' of the study guide where London (1980;111) stated;

> Lack of child care facilities hampers many people in getting a college education. Establishing adequate child care facilities on campus is one way of making public education more public.

The technological society in which we live demands more and more educational prerequisites; to limit access to education for any part of our society is to limit progress for all of society. Child care must be addressed as a major factor affecting the education of our adult learners.

PROCEDURES

A research of pertinent literature and an ERIC search was made to determine: (1) which other institutions have established night-time child care programs; (2) what basic needs and requirements should be considered in establishing child care services; and (3) what funding sources are available to assist in establishing child care and/or augment the cost of child care for low-income families. In addition to the information provided about child care programs in the literature, each institution (as shown by the literature review) that has developed a night-time child care center was contacted by mail for detailed information about their particular program (Appendix C). The Day Care and Child Development portion of the Alabama Pensions and Security was contacted for copies of regulations required by the state of Alabama and technical advice on child care and child care facilities. Each of the agencies contacted was queried about the funding sources used to support the child care program.

The main thrust of the study was an information survey of the Calhoun College Huntsville Extension Program students. The student surveys were administered to all extension students attending evening classes in English Composition I during the Fall Quarter, 1981. Two forms of the survey were used. One form was given to those students

with dependent children (Appendix A), and a separate form of the survey was given to students with no dependent children (Appendix B). Since English Composition I is required of all students at Calhoun College, the assumption was made that these 144 students (the sample group) were representative of the evening extension students. Therefore, the outcomes of the surveys were used to generalize the data for the total evening extension student body.

The purpose of the survey form for students with dependent children was to establish the need for night-time child care services and the need for financial assistance of the adult learner to pay for child care services. The purpose of the survey of students with no dependent children was to determine their attitude toward child care services being provided through student activity funds.

The survey for students with dependent children (Appendix A) was administered for the following reasons:

Questions 1-5 were used to record basic demographic data used to establish financial aid needs for child care services (Pensions and Security:1981:7).

Question 6 was used to record the number of men and women students who are homemakers, students, and employed outside the home. (The men were added after the Nova proposal since they are also impacted by serving more than one social role.)

Question 7 was used to record the number of

one-parent families.

Question 8 was used to record the number of students whose spouse is sacrificing the chance to attend college because of dependent children.

Question 9 (A-D) was used to record the number of children who needed night-time child care service and the extent of the need of that service.

Question 9 (E, 1-2) was used to record the amount the students perceived they could pay for the child care services. The categories in Question 9 (E, 1) were derived from local day-care costs which range from $.50 per hour for college-supported programs to $3.35 per hour for senior citizen baby sitters. The categories in Question 9 (E, 2) were derived from local day-care costs for a meal up to the cost of a catered meal from a fast food chain.

The survey for students with no dependent children (Appendix B) was administered for the following reasons:

Questions 1-3 were used to see if sex, marital status, or age affected the attitude of the students toward student activity funds being used for night-time child care services.

Question 4 was used to determine the attitude of students who had no dependent children about supporting a night-time child care service, and to determine what portion of the student activity funds should be used.

The survey instruments were presented to a panel

of experts for any necessary modifications. This panel included the following personnel: (1) Director of Child Care at YM-YWCA in Huntsville, Alabama; (2) Assistant Director of Day Care and Child Development at Alabama Pensions and Security in Montgomery, Alabama; (3) Director of Office of Institutional Research at John C. Calhoun State Community College in Decatur, Alabama; (4) Director of Child Care Services at Florida Junior College at Jacksonville in Jacksonville, Florida; and (5) Directors of Huntsville Extension in Huntsville, Alabama.

To further assure the accuracy of the outcomes of the survey, a pilot group was used. Twenty students were given the surveys followed by a question and answer period to be certain the students responded to the surveys as was intended in the design of the surveys. The students used in the pilot group were not included in the final tabulation.

The definitions of the following terms and phrases were used to clarify the concepts of the study:

1. Dependent Children -- Any child living at home who is under the age of 18 years;

2. Night-time Child Care -- Child care between the hours of 5:00 p.m. to 10:30 p.m.;

3. Non-traditional Students -- Those students who are over 25 years of age or have been out of the educational setting for five or more years (Title III S.D.I.P. Grant:1981: 46);

4. Student Activity Fund -- The portion of a student's registration fee that is designated to be used for student activities; and

5. Women Householders -- Women who are the head of a household with no husband present.

Two limitations to the study were identified as follows:

The first limitation was that the transfer students who had completed English Composition I at another institute were not included.

The second limitation and, perhaps, most important limitation was that the study did not reach the adults with dependent children who are not attending college because of child care needs. This study was limited to adults who have dependent children and have solved, at least temporarily, the child care problem.

The basic assumption of the study was that the freshmen attending English Composition I at the Calhoun College Huntsville Extension Program in Fall Quarter, 1981, were representative of the extension student body. Since all degree or certificate programs offered at the Calhoun Extension Program require English Composition I, these classes were used as a respresentative sample and allowed the data collected to be generalized to all extension students.

RESULTS

Literature Review

The literature review revealed different types of studies on child care: (1) the largest group of studies, exemplified by Rutschke (1978:1) and Cooper (1977:1), dealt with the curriculum and staff training for quality day care programs; (2) the second group of studies spoke to the growing need for child care as the college student body increased in older students as demonstrated by authors such as Perrone (1977:27) and London (1980:17); (3) the third group of studies dealt with research on the effects of child care on children by authors such as Belsky (1978:929) and Rutter (1981:4); and (4) the smallest group of studies dealt with child care at other than day care hours such as Mayesky (1979:6) describing an extended day program in an elementary school, Pensions and Security (1978:28) which dealt with all night child care service, and Coker (1978:11) who only mentioned in passing about the possibility of evening care for children of students attending evening classes. Only one study was located that dealt with an evening child care service provided for Adult Basic Education Students at Blue River Vocational Technical Center, Shelbyville, Indiana (Hobbs:1980:12). The literature reviewed revealed only five institutions in the continental United States that had already set up or were intending to set up a night-time child

care service for children of evening students. Each of these institutions was sent a survey (Appendix C).

The five institutions that were sent a survey were: Florida Junior College at Jacksonville, Jacksonville, Florida; College of the Sequoias, Visalia, California; Fresno City College, Fresno, California; East Texas State University, Commerce, Texas; and Blue River Vocational Technical Center, Shelbyville, Indiana. The institutions which responded were Florida Junior College at Jacksonville, Blue River Vocational Technical Center, and East Texas State University.

Survey Data

The student surveys were given in two forms. The first form was for students with dependent children (Appendix A) and the second form was for students with no dependent children (Appendix B). The surveys were administered to all extension students attending English Composition I during the Fall Quarter, 1981, at the John C. Calhoun State Community College Huntsville Extension Program. One hundred forty-four surveys were administered and 144 surveys were returned (100 percent). The total number of responses for each question may not equal the number of students surveyed because not all students responded to all questions. Thirty-five of the students surveyed were given the survey form "Students with Dependent Children" when they answered yes to the oral question: Do you have dependent children? (See

page 16 for definitions.) The other 109 students were given the survey form "Students with No Dependent Children."

Students with Dependent Children The survey form "Students with Dependent Children" (Appendix D for raw data) produced the following data:

Thirty-five of the 144 students surveyed (24 percent) indicated they had dependent children. Viewing the sample group as representative of the 1,831 extension students, approximately 439 (24 percent of 1,831) students have dependent children.

Questions 1-5 were used to collect basic demographic data used by the state Pensions and Security Department (Pensions and Security:1981:7). However, in an interview a Pensions and Security official indicated that due to the state of Alabama's priorities placed on Title XX block grants no program for children of college students would be funded. The only child care programs that would be provided funds are for children of working, low-income parents or parents seeking to complete a high school equivalency (GED) program (Ealy:1981).

Some of the information collected in Questions 1-5 is still important to Calhoun College in accessing the need for child care services. Student responses to Question 1 (Sex) indicated that two and one-half times more women have dependent children than men (10 men to 25 women) among the students surveyed. Under Question 2 (Marital Status) and

Question 7 (One-Parent Families), nine students indicated they were separated or divorced and were parents on one-parent families. This group of one-parent families represented 26 percent (6 out of 35) of the students with dependent children. Carrying the mathematics one step further indicated one-parent families represent 4 percent (6 out of 144) of the sample or approximately 73 extension students (4 percent of 1,831). Separating the data on one-parent families (Appendix E for raw data) indicated that 89 percent (8 females to 1 male) of the one-parent families were headed by a female. In addition, on Question 5 (Income Information) the one-parent family students indicated that six (all female) earned less than $11,921, two of these six earned less than $5,344 (the lowest category), and the other two respondents (1 was a male) earned over $20,000. These outcomes supported London (1980:176-7) who stated:

> The sex of the family head continues to be an important factor in the low-income status of families as evidenced by the fact that the number of poverty families with a male head declined sharply between 1959 and 1977, whereas there was a 15 percent increase in the number of low-income families headed by a woman.

The data from this study indicated that women householders (Definitions, page 16) are in the lower income brackets.

The data collected indicated that 7 of the 35 students with dependent children would have been eligible for financial assistance. This was accomplished by using

the income categories of Question 5 and the household size of Question 4 and applying the Pensions and Security formula (Pensions and Security:1981:7). These seven eligible families contained four women householders, two married women, and one married male. None of these families will be eligible for Title XX funds for child care to attend college even though they do meet the general criteria.

Question 6 (Employment) was used to record the number of men and women students who fill multiple roles as homemakers, students, and employed outside the home. The data indicated 10 men and 14 women are filling these multiple roles. Therefore, 69 percent (24 out of 35) of the 35 students with dependent children also work at least part time while attending college.

Question 7 (One-Parent Families) was previously discussed with Question 2 (Marital Status). However, one additional bit of data was pertinent. Five students indicated they were one-parent families only at times.

Question 8 (Would Child Care Allow Your Spouse To Attend College) indicated that 10 were yes and 8 were possibly which meant that 51 percent (18 of the 35) of the spouses of students with dependent children would possibly attend college if child care services were provided. These students would create a 12.5 percent (18 of the 144 surveyed) increase in student enrollment if they did attend. This would mean an increase of approximately 229 students

(12.5 percent of 1,831 extension students) at Calhoun College.

Question 9 (A-D) was used to record the number of children who needed night-time child care services and the extent of the need of that service. Specific raw data is located in Appendix D that can be used in planning a night-time child care facility. Data in item 9 (A) (Number of Children) indicated that 43 children of the students surveyed would use the child care facility. This would indicate the average of 1.2 children per student. The calculated number of students with dependent children was 439. Multiplying 1.2 children per student times 439 students equals approximately 527 children presently needing night-time child care services. Data in items 9 (B) and 9 (C) can be used in evaluating the space, personnel, and equipment required by the state of Alabama (Pensions and Security: 1978:5-29). Data in item 9 (D) (Number of Children Needing Supper) indicated 3 needed supper served, 10 needed supper served at times, and 15 did not need supper served. Data in item 9 (E, 1) (Cost Per Hour) indicated 2 could not pay, 10 could pay $.50, 11 could pay $1.00, 2 could pay $1.50, and 4 could pay $2.00 per hour. The average and mode of the 27 who could pay was $1.00 per hour. Data in item 9 (E, 2) (Cost Per Meal) indicated 1 could not pay and 28 who could pay. The average was $1.25 and the mode was $1.00.

Students with No Dependent Children The survey form "Students with No Dependent Children" (Appendix F for

raw data) produced the following data:

One hundred nine of the 144 students surveyed (76 percent) indicated they had no dependent children. Viewing the sample group as representative of the 1,831 extension students, approximately 1,392 (76 percent of 1,831) students have no dependent children.

The purpose of this survey was to determine what the attitude of students without children was toward using student activity funds for night-time child care services. The students indicated 85 yes and 24 no to part 1 of Question 4 (Should Student Activity Money Be Used For Child Care). Therefore, 78 percent (85 of the 109) agreed that using student activity funds (Definitions, page 16) for child care services was acceptable. In part 2 of Question 4 (Amount of Money Used) 81 students indicated that the funds should be used with the average response being $3.96. Sixty-five percent (53 students) indicated $4.00 or less should be used.

The primary purpose of this survey was to determine the students' attitude. However, Questions 1-3 were used as follows to see if sex, marital status, or age affected the students' attitude:

Question 1 (Sex) -- females had 76 percent (44 out of 58) to mark yes and the males had 80 percent (44 out of 51). The percentage of males exceeded the females in marking yes to student activity funds being used for child

care.

Question 2 (Marital Status) -- students who were married had 90 percent (18 out of 20) to mark yes, and students who were single had 75 percent (67 out of 89) to mark yes. The married students exceeded the single students in endorsing student activity funds for child care.

Question 3 (Age) -- 20 students of the 109 surveyed were 25 years or older, of which, 85 percent (17 out of 20) marked yes and 89 students under 25 years of age had 76 percent (68 out of 89) marked yes. The older students surveyed were more likely to mark yes for the funding of child care from student activity funds.

Student Survey Summary Combining the data from both survey forms "Students with Dependent Children" and "Students with No Dependent Children" revealed additional information. The sample student body was 58 percent (83 out of 144) female. This indicated that the Calhoun College Extension Program female student body was slightly higher than the "55 percent" national norm (London:1980:39). In addition, the number of women students between the age of 16 and 44 was 58 percent (78 out of 144) of the sample. Women in the 16-44 age group are in the motherhood age range (Hobbs:1980:7). This study indicated that 58 percent of the women students are in the age bracket that may be affected, if not already affected, by child care needs.

Other Institutions Five institutions who were

providing or planned to provide child care services for children of night-time students were located by the literature review. Of the five institutions, three responded when sent a survey (Appendix C): Florida Junior College at Jacksonville, Blue River Vocational Technical Center, and East Texas State University. The set of raw data collected from these surveys is located in Appendix G.

None of the three responding institutions were now providing night-time child care services. Blue River Vocational Technical Center who had provided both daytime and night-time child care is no longer providing child care due to budget restrictions. East Texas State University had projected they would provide "Care for children whose parents attend evening and Saturday morning classes by 1978-79 (Coker:1978:11)." In the survey East Texas returned, they indicated only daytime child care is being provided. Florida Junior College indicated that while they are not providing night-time child care they are projecting to do so at their South Campus.

The two schools (Florida Junior and East Texas State) who provide child care indicated they provide some free child care service through Title XX federal funds. However, East Texas State is in the process of shifting to a self-supporting program.

The information the schools gave on cost of their child care programs was not useful since they did not break

the cost down into cost per child per hour. East Texas charges $500.00 per semester, and Florida Junior College charges $12.00 for up to 8 hours and $25.00 for 9 or more hours.

Florida Junior College supports child care through their funding of a Child Care Services Training Program. East Texas State uses no institutional funds to support child care.

Funding Sources

Through the research of pertinent literature, contact with other institutions, and interviews with state personnel, a list of possible funding sources was compiled as follows:

1. Title XX federal funds (Coker;1978;10);
2. Grants from adult and community education programs under Section 310 of the Adult Education Act (Hobbs;1980;3);
3. Churches providing the facility at low cost (Hobbs;1980;12); and
4. Seed money from federal agencies listed by Richards (1976;54) Enabler Program, Higher Education Act, Veterans Benefits, Women's Re-Entry Program (WREP), Economic Opportunity Program Services (EOPS), National Endowment for the Study of Humanities, or American Association of University Women (AAUW).

These agencies have at some point allocated funds to be used for child care services. However, states may alter the eligibility criteria; for example, Title XX funds may be used for child care of college students' children in Texas

(Coker:1978:10) but not in Alabama (Ealy:1981). Further research would be needed to determine which other federal funds are active and the present criteria used.

Interviews

As part of this study, three state officials were interviewed with the following information obtained:

The first interview was with the Assistant Director of Day Care and Child Development of the state of Alabama Department of Pensions and Security who provided the following pertinent information:

1. That licensing of child care services was not required for other state agencies;

2. That no licensed or state agency was now providing a night-time child care service other than all night child care for emergency situations such as child abuse, desertion, etc.; and

3. That no state funds would be available to support a night-time child care service (Maxwell:1981).

The second interview was with an administrator of Title XX funds in the Alabama Department of Pensions and Security who provided the following pertinent information:

1. That the state of Alabama will only use the Title XX block grants for child care of low-income workers and for children of parents attending a high school equivalency training program (GED); and

2. That the 20 percent reduction in federal funds eliminated any possibility of the program being expanded to include children of junior/community college students (Ealy:1981).

The third interview was with an administrator in the Child Nutrition Section of the Alabama State Department of Education who provided the following pertinent information:

1. That any child care facility that is licensed or inspected (a center not requiring a license may ask for an inspection) is eligible for the Child Nutritional Program; and

2. That a night-time child care service would be eligible under the same criteria as the daytime child care programs.

The outcome of the interviews was that none of the state and federal funds for child care were available, at this time, in Alabama except for the Child Nutrition Program. The Child Nutrition Program would only assist with meals if they were a part of the night-time child care service. Other indirect funding sources such as the Veterans Administration, Enabler Program, etc. (Richards:1976:54) were not investigated in this study.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The findings and conclusions of this study should be interpreted in light of the following:

1. The data collected in this study were not statistically treated, limiting the outcomes to possible relationships;

2. The use of English Composition I classes as the sample group was not random but did provide a representative group since all students are required to complete the course; and

3. The study did not reach the adults with dependent children who are not attending college because of child care needs. This study was limited to adults who have solved, at least temporarily, their child care problems.

The study took place at John C. Calhoun State Community College Extension Program in Huntsville, Alabama. The purpose of the practicum was to establish the need for night-time child care services for children of 1,831 adult learners attending the evening extension classes. The need for night-time child care services was demonstrated by a survey administered to all students attending English Composition I during the Fall Quarter, 1981 (144 students). In addition, a survey was sent out to five institutions (found in the literature review) who had or was planning to implement night-time child care service.

Implications

The data from the study were viewed in four parts.

Each of the two survey forms "Students with Dependent Children" and "Students with No Dependent Children" was viewed separately. The third part was the two survey forms viewed together under "Student Survey Summary." The fourth part was the information from "Other Institutions."

Students with Dependent Children The data collected was conclusive in demonstrating the need for night-time child care. The sample group surveyed included 144 students of which 35 (24 percent) had dependent children (Appendix A and D). The average number of children per student with dependent children was 1.2 children. Since 24 percent of the 1,831 students (439 students) have dependent children, a child care need presently exists for approximately 527 children (1.2 times 439). The figures denote clearly the need for night-time child care services. The study points to the severity of the child care problem for women.

As suspected from the statistics of London (1980: 39) and Karpicke (1980:242), women were affected more frequently than men. Women with dependent children were two and one-half times more likely to attend school with dependent children than men (25 women to 10 men). The eight women householders (no husband present) surveyed included four women who would have qualified for financial assistance from Title XX funds (if these funds had been available) (Pensions and Security:1981:7). Three other students were also eligible of which all were married and two were female.

Therefore, of the seven students qualifying for assistance, six were female. This information would imply that some kind of financial assistance would be needed to assist low-income students in utilizing a child care facility.

The number of students who are playing multiple life roles was 69 percent of those with dependent children. These student parents are employed outside the home, have home responsibilities, and attend college. Hallenbeck (1964, 5) described them as:

> Adults who bear the responsibilities of the society in which they dwell must be repeatedly reequipped to meet those responsibilities. Opportunities should ever be open to follow new desires and ambitions arising from broadened experiences and changing circumstances. People should always have available whatever assistance they may require to enlarge the areas of satisfying living.

The adults with multiple roles need assistance in the area of night-time child care while attending evening classes.

Calhoun College might even realize an increase in student enrollment by providing child care services. This study did not reach those adults who are not attending college because of child care needs. However, 12.5 percent of those students surveyed indicated their spouse might attend if child care was provided. A 12.5 percent increase would add approximately 229 new students to the Huntsville Extension Program.

The students surveyed did indicate that the average student could pay $1.00 per hour for child care service.

However, two students indicated that they could not afford to pay anything toward child care. For meals, those surveyed indicated an average of $1.25, but only 3 (10 percent) of the students said their children needed supper at all times. This may indicate that while night-time child care is needed, providing an evening meal may not be needed.

Students with No Dependent Children The survey was conclusive in demonstrating that students with no dependent children (Appendix B and F) favored using student activity funds for child care services. Of the 109 students with no dependent children, 78 percent (85 of the 109) agreed that the funds could be used for night-time child care services.

One point of interest was that 80 percent of the males agreed, 90 percent of the married students agreed, and 85 percent of the students over 25 years old agreed to the use of student activity funds. The data indicated that sex, marital status, and age affected the students' attitude toward using student activity funds for child care.

Student Survey Summary The combined data of the two survey forms revealed two additional pieces of information. The Calhoun College Extension Program student body is 58 percent female, which is higher than the national norm of 55 percent (London:1980:39) and is an increase from the 52 percent recorded at the Calhoun Extension in 1979 (Maples:1980:7).

The number of women between the ages of 16 and 44 (motherhood age range) was 58 percent of those surveyed. With the increase in women attending Calhoun College and the number of women in the motherhood age range, child care needs are likely to increase. As Rhatigan (1979:21) stated:

> As institutions attract older students to the campus in ever greater numbers, whether for continuing education or in regular curricular programs, the number of students with children will undoubtedly continue to increase.

Other Institutions None of the three institutions who responded to the survey were now providing nighttime child care services. The funding source of the schools with child care was either institutional funds or student funded; all other funding sources had been dropped or phased out. The information given by these institutions and the personal interviews with state officials both indicated a bleak picture for child care funding sources. With the competition for dollars in education, funding has been the major drawback to providing child care services. The only funding available was through the Child Nutritional Program if meals were a part of the child care service. The best alternatives may be a combination of funding sources such as institutional funds and a local church providing facilities as shown by the Blue River Vocational Technical Center (Hobbs:1980:12).

Recommendations

The purpose of the study was to establish the need for night-time child care services for children of adult learners at the John C. Calhoun Community College Huntsville Extension Program in Huntsville, Alabama. In addition, the study investigated the possibility of financial assistance for students who rank as low-income and are in need of night-time child care services while attending the Calhoun College Extension Program. Both the primary and the secondary objectives of this study were accomplished. The study data indicated a child care need for over 500 children and, at present, no major source of funding was available to assist in developing a night-time child care service. With these outcomes in mind, the following recommendations have been made:

1. That Calhoun College view child care as a legitimate student need for the adult learner;

2. That Calhoun College consider using institution personnel and funds to establish a night-time child care service for children of extension students; and

3. That Calhoun College further investigate community-based sources for establishing a night-time child care service and grants to augment the cost of child care services for low-income families.

Kasworm (1980:163) stated:

> With this growing subculture of older undergraduates, student affairs professionals are beginning to question the basic philosophy and goals regarding

student services.

The greatest impact this study could have would be to bring to the attention of college personnel that the non-traditional (Definitions, page 16) adult learner has needs different from the traditional student.

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APPENDIX A

CALHOUN'S NIGHT STUDENT SURVEY
(STUDENTS WITH DEPENDENT CHILDREN)

CALHOUN'S NIGHT STUDENT SURVEY

These questions are for students with dependent children:

1. SEX: Male ____ Female ____

2. MARITAL STATUS Single ____ Divorced ____
   Married ____ Separated ____

3. YOUR AGE: _____

4. TOTAL NUMBER OF MEMBERS IN YOUR HOUSEHOLD: _____

5. INCOME INFORMATION (Your total gross income, or both your and your spouse's income if married):

___ under $5,344	___ $14,183 - $14,491
___ $ 5,345 - $ 6,988	___ $14,492 - $14,799
___ $ 6,989 - $ 8,633	___ $14,800 - $15,107
___ $ 8,634 - $10,277	___ $15,416 - $16,000
___ $10,278 - $11,921	___ $16,001 - $18,000
___ $11,922 - $13,565	___ $18,001 - $20,000
___ $13,566 - $13,874	___ $20,001 - $22,000
___ $13,875 - $14,182	___ $22,001 and up

6. ARE YOU EMPLOYED OUTSIDE THE HOME? (Circle one)

   FULL TIME PART TIME NONE

7. ARE YOU THE PARENT OF A ONE-PARENT FAMILY?

   YES AT TIMES NO

8. (MARRIED STUDENTS ONLY): WOULD CHILD CARE ALLOW YOUR SPOUSE TO ATTEND COLLEGE?

   YES POSSIBLY NO

9. For the following questions, please answer as if you actually were placing your child/children in a night-time child care service while attending class:

   A. HOW MANY OF YOUR CHILDREN WILL YOU PLACE IN THE CHILD CARE SERVICE? _____

   B. WHAT ARE THE AGES OF THE CHILDREN YOU WOULD PLACE IN THE CHILD CARE PROGRAM?

      a. _____ b. _____ c. _____ d. _____

C. FOR HOW MANY HOURS A WEEK WOULD YOU NEED THE CHILD CARE SERVICE? _____

D. IN ORDER FOR YOU TO MAKE YOUR EVENING CLASSES, WOULD YOUR CHILDREN NEED TO BE SERVED SUPPER?

YES AT TIMES NO

E. REALIZING A NIGHT-TIME CHILD CARE SERVICE MUST BE FUNDED:

(1) HOW MUCH PER HOUR COULD YOU PAY? (Circle one)

NONE $.50 $1.00 $1.50 $2.00 $2.50

$3.00 $3.50

(2) IF MEALS WERE SERVED, WHAT WOULD BE A REASONABLE COST?

NONE $.50 $1.00 $1.50 $2.00 $2.50

APPENDIX B

CALHOUN'S NIGHT STUDENT SURVEY
(STUDENTS WITH NO DEPENDENT CHILDREN)

CALHOUN'S NIGHT STUDENT SURVEY

These questions are for students with NO dependent children:

1. SEX: Male ____ Female ____

2. MARITAL STATUS: Single ____ Divorced ____
   Married ____ Separated ____

3. YOUR AGE: _____

4. For the following questions, please answer in light of of the following information:

   (a) $12.50 of your full tuition goes into the college fund and is not refundable; and

   (b) a portion (approximately $7.00) of this $12.50 is used for funding student activities and student center payments.

   (1) WOULD YOU BE WILLING TO DESIGNATE PART OF THIS STUDENT ACTIVITY MONEY TO BE USED FOR A NIGHT-TIME CHILD CARE PROGRAM?

   YES NO

   (2) IF YES, WHAT PART OF THIS MONEY SHOULD BE USED FOR CHILD CARE? $_____

APPENDIX C

LETTER AND CHILD CARE SURVEY
(MAILED TO OTHER INSTITUTIONS)

JOHN C. CALHOUN STATE COMMUNITY COLLEGE

P. O. BOX 2216
DECATUR
ALABAMA
35603

OFFICE OF THE DEAN OF INSTRUCTION

TEL. (205) 353-3102

November 27, 1981

Child Care Center
East Texas State University
East Texas Station
Commerce, Texas 75428

Dear Child Care Director,

Attached is a survey on child care we would like for you to fill out and return to us. The evening programs at John C. Calhoun State Community College presently provides no night-time child care services. We are in the process of a study to determine the need for the night-time child care services.

Your assistance in providing us with the requested information (as well as any other pertinent data) would be greatly appreciated. Receiving information from persons who are knowledgeable and experienced with night-time child care services will be a tremendous asset.

Thank you for your time and help.

Sincerely yours,

Carl J. Ratcliffe

Carl J. Ratcliffe, Counselor
John C. Calhoun State
Community College
228 Holmes Ave., Suite 901
Huntsville, Ala. 35801
205-534-2462

CJR/jr

Enclosure: Child Care Survey

CHILD CARE SURVEY

1. Does your campus provide a child care service (day or night) for the children of your students?

   YES NO

2. Have you ever administered a survey on your campus to determine the need for child care services?

   YES NO

   (If 'YES' please attach the results.)

3. If you answered 'YES' to question number one, please answer the following:

   (a) Does your program provide a night-time child care service for children of evening students?

   YES NO

   (b) Does your program provide free child care services for low-income students?

   YES NO

   (c) What is the cost per child per hour for your child care service? $_____

   (d) What is the cost of a meal per child for your child care participants? $_____

4. What funding sources are used to support your child care program? _____

   _____

   (Please attach any other information or suggestions that may assist us in establishing a child care service at Calhoun College.)

APPENDIX D

CALHOUN'S NIGHT STUDENT SURVEY DATA
(STUDENTS WITH DEPENDENT CHILDREN)

CALHOUN'S NIGHT STUDENT SURVEY DATA

(STUDENTS WITH DEPENDENT CHILDREN)

1. SEX: Male 10 Female 25

2. MARITAL STATUS Single 0 Divorced 7
Married 26 Separated 2

3. YOUR AGE:

22	1	35	3
23	2	36	2
25	3	38	1
26	1	39	1
27	1	40	1
28	3	43	2
29	1	45	2
30	2	47	2
31	2	53	1
33	1		

4. TOTAL NUMBER OF MEMBERS IN YOUR HOUSEHOLD:

2	4	5	4
3	11	7	1
4	11	8	1

5. INCOME INFORMATION (Your total gross income, or both your and your spouse's income if married):

3	under $5,344	0	$14,183 - $14,491
0	$ 5,345 - $ 6,988	0	$14,492 - $14,799
3	$ 6,989 - $ 8,633	0	$14,800 - $15,107
1	$ 8,634 - $10,277	0	$15,416 - $16,000
6	$10,278 - $11,921	2	$16,001 - $18,000
0	$11,922 - $13,565	1	$18,001 - $20,000
0	$13,566 - $13,874	2	$20,001 - $22,000
1	$13,875 - $14,182	15	$22,001 and up

6. ARE YOU EMPLOYED OUTSIDE THE HOME? (Circle one)

FULL TIME 21 PART TIME 3 NONE 3

7. ARE YOU THE PARENT OF A ONE-PARENT FAMILY?

YES 8 AT TIMES 5 NO 22

8. (MARRIED STUDENTS ONLY): WOULD CHILD CARE ALLOW YOUR SPOUSE TO ATTEND COLLEGE?

YES 10 POSSIBLY 8 NO 10

9. A. HOW MANY OF YOUR CHILDREN WILL YOU PLACE IN THE CHILD CARE SERVICE?

1 child 15 2 children 11 3 children 2

B. WHAT ARE THE AGES OF THE CHILDREN YOU WOULD PLACE IN THE CHILD CARE PROGRAM?

Less than 1 year	1	10 years	6
2 years	4	11 years	2
3 years	7	12 years	3
4 years	3	13 years	4
5 years	4	15 years	1
6 years	3	*19 years	1
7 years	1		
8 years	2	*Retarded child	
9 years	1		

C. FOR HOW MANY HOURS A WEEK WOULD YOU NEED THE CHILD CARE SERVICES?

4 - 6 hours	7	(one class period)
8 - 10 hours	16	(two class periods)
11 - 12 hours	3	(three class periods)
15 - 16 hours	2	(four class periods)

D. IN ORDER FOR YOU TO MAKE YOUR EVENING CLASSES, WOULD YOUR CHILDREN NEED TO BE SERVED SUPPER?

YES 3 AT TIMES 10 NO 15

E. REALIZING A NIGHT-TIME CHILD CARE SERVICE MUST BE FUNDED:

(1) HOW MUCH PER HOUR COULD YOU PAY?

None	2	$1.50	2
$.50	10	$2.00	4
$1.00	11		

(2) IF MEALS WERE SERVED, WHAT WOULD BE A REASONABLE COST?

None	1	$2.00	5
$.50	3	$2.50	1
$1.00	15		

APPENDIX E

CALHOUN'S NIGHT STUDENT SURVEY DATA
(ONE-PARENT FAMILIES)

CALHOUN'S NIGHT STUDENT SURVEY DATA

(ONE-PARENT FAMILIES)

1. SEX: Male 1 Female 8

2. MARITAL STATUS: Divorced 7 Separated 2

3. YOUR AGE:

25	1	33	1
27	1	35	2
28	1	47	1
30	2		

4. TOTAL NUMBER OF MEMBERS IN YOUR HOUSEHOLD:

2 members 4 3 members 5

5. INCOME INFORMATION:

2	under $5,344	1	$20,001 - $22,000
1	$ 6,989 - $ 8,633	1	$22,001 - and up
1	$ 8,634 - $10,277	1	NO response
2	$10,278 - $11,921		

6. ARE YOU EMPLOYED OUTSIDE THE HOME?

FULL TIME 6 PART TIME 0 NONE 3

7. ARE YOU THE PARENT OF A ONE-PARENT FAMILY?

YES 7 AT TIMES 2 NO 0

8. DID NOT APPLY TO THIS GROUP OF STUDENTS.

9. A. HOW MANY OF YOUR CHILDREN WILL YOU PLACE IN THE CHILD CARE SERVICE?

1 child 6 2 children 2 3 children 1

B. WHAT ARE THE AGES OF THE CHILDREN YOU WOULD PLACE IN THE CHILD CARE PROGRAM?

2 years	1	11 years	1
3 years	1	12 years	1
5 years	2	13 years	2
6 years	1	15 years	1
10 years	2		

C. FOR HOW MANY HOURS A WEEK WOULD YOU NEED THE CHILD CARE SERVICES?

4 - 6 hours	2	(one class period)
8 - 10 hours	5	(two class periods)
15 - 16 hours	2	(four class periods)

D. IN ORDER FOR YOU TO MAKE YOUR EVENING CLASSES, WOULD YOUR CHILDREN NEED TO BE SERVED SUPPER?

YES 2 AT TIMES 2 NO 5

E. REALIZING A NIGHT-TIME CHILD CARE SERVICE MUST BE FUNDED:

(1) HOW MUCH PER HOUR COULD YOU PAY?

None	1	$1.00	1
$.50	5	$2.00	1

(2) IF MEALS WERE SERVED, WHAT WOULD BE A REASONABLE COST?

None	1	$2.00	1
$.50	2	$2.50	1
$1.00	3		

APPENDIX F

CALHOUN'S NIGHT STUDENT SURVEY DATA
(STUDENTS WITH NO DEPENDENT CHILDREN)

CALHOUN'S NIGHT STUDENT SURVEY DATA

(STUDENTS WITH NO DEPENDENT CHILDREN)

1. SEX: Male 51 Female 58

2. MARITAL STATUS: Single 89 Divorced 4
Married 15 Separated 1

3. YOUR AGE:

17	1	28	2
18	36	29	1
19	21	33	2
20	13	38	1
21	3	39	1
22	7	43	1
23	4	44	1
24	2	45	1
25	6	46	1
26	1	48	1
27	1		

4. (1) WOULD YOU BE WILLING TO DESIGNATE PART OF THIS STUDENT ACTIVITY MONEY TO BE USED FOR A NIGHT-TIME CHILD CARE PROGRAM?

YES 85 NO 24

(2) IF YES, WHAT PART OF THIS MONEY SHOULD BE USED FOR CHILD CARE?

$0.50	1	$ 4.50	1
$1.00	8	$ 5.00	12
$2.00	9	$ 5.50	2
$2.50	8	$ 7.00	9
$3.00	10	$ 8.00	1
$3.50	9	$10.00	1
$4.00	8	$12.50	2

APPENDIX G

CHILD CARE SURVEY DATA
(OTHER INSTITUTIONS)

CHILD CARE SURVEY DATA

(OTHER INSTITUTIONS)

1. Does your campus provide a child care service (day or night) for the children of your students?

   YES 2 NO * 1

2. Have you ever administered a survey on your campus to determine the need for child care services?

   YES 2 NO 1

   (If 'YES' please attach the results.)

3. If you answered 'YES' to question number one, please answer the following:

   (a) Does your program provide a night-time child care service for children of evening students?

   YES 0 NO 2

   (b) Does your program provide free child care services for low-income students?

   YES 2 NO 0

   (c) What is the cost per child per hour for your child care service? ** (1) $12 for up to 8 hours; $25 for 9 or more hours.

   *** (2) $500 per semester.

   (d) What is the cost of a meal per child for your child care participants? ** (1) Part of the total fee.

   *** (2) Funded through USDA.

4. What funding sources are used to support your child care program? ** (1) Regular vocational education funds which support the Child Care Services Training Program.

   *** (2) Self-supported by participants.

ATTACHED INFORMATION OR SUGGESTIONS:

* Blue River Vocational Technical Center -- Child Care Alternatives For The A.B.E. Student by Vicki Hobbs

and Sue Southworth.

** Florida Junior College -- Opening And Operating A Child Care Facility by Judith G. Lutz, and Others.

*** East Texas State -- Nursery School Management Guide by Cherry H. Kuzma.

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